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ABSTRACT

Intended to help educators, especially content area faculty, understand the factors influencing writing and to give specific teaching ideas across the secondary school spectrum, this paper reports a study of current research on writing methods and instructional models to develop a rationale for cross-curricular writing. Following brief discussions of the purpose, organization, and limitations of the study, the paper presents a glossary of pertinent reading terms. The major portion of the paper contains annotations of the literature reviewed, presented in the following categories: (1) a definition of competency, (2) perceptions of writers, (3) student/teacher personalities and interaction, (4) topic-specific knowledge, (5) writing as thinking, (6) audience and peer interaction, (7) revision, (8) reading and writing, (9) individualized instruction, (10) specific models, (11) writing as learning across the curriculum, and (12) faculty surveys. A summary of the study and conclusions are then presented, specifically that the literature indicates that and that strict patterns of methodology and specific-skill teaching should be removed as soon as they are internalized by the students, leaving the emphasis on content rather than on form. The paper concludes with four recommendations for implementing cross-curriculum writing, based on the literature review. (HTH)

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TEACHING WRITING AS THINKING ACROSS THE SECONDARY CURRICULUM

An Annotated Bibliography

by

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Study Directed

by

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Submitted in partial fulfillment of the requirements
for the course S 591--Exit Project
Indiana University at South Bend
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INTRODUCTION

Never before in the history of the United States has so much attention been placed upon education. David Gardner's National Commission on Excellence in Education proclaims needed reform in its title: "A Nation at Risk: The Imperative for Educational Reform." In it, the nation is warned about the need for lifelong learning skills. It asks us to commit ourselves to a system of education that "stretches minds to full capacity from early childhood through adulthood." (Gardner, 1983:6061).

All educators seem to agree that reading skills play an important role in lifelong learning. Little emphasis, however, has been placed on writing as an intra-curricular learning strategy.

The integration of writing across the curriculum, coupled with positive reinforcement in the English curriculum is a response to Gardner's call for the creation of a learning society. Further, such an integrated strategy could help stem what Gardner calls the "rising tide of mediocrity that threatens our very future as a Nation and a people." (Gardner, 1983:6060).

Knowledge in abundance, however, is worthless if it cannot be internalized and communicated. Our goal as educators, then is a common one. While preparing our students for life in all curricular areas, we should remember the words of Nelson Jones, Manager of Information and Development at IBM, "The ability to communicate can make or break a person." (Durfee, 1984:183). Writing is a process of both internalization and communication - a process of thinking. As such, it is the guide, gate, and guardian of our knowledge.

STATEMENT OF THE PROBLEM

There is substantial agreement among educational researchers that writing is a process of thinking, and therefore, "the value of writing in any course should lie in its power to enable the discovery of knowledge." (Knoblauch and Brannon, 1983:466). Few schools, however, are successfully integrating writing throughout their curriculums. Even though most educators acknowledge the benefits of writing as a learning strategy, many non-English staff members question their training in the teaching and evaluation of writing. (Brader and Pearce, 1983).

PURPOSE OF THE STUDY

Examined in this study is current research on writing methods, as well as specific models of writing instruction. Though most sources concerned secondary students, a few elementary and post-secondary sources were deemed appropriate for the broad range of levels that this paper must deal with. It is hoped that the study will help educators, especially non-English faculty, understand the factors influencing writing and give specific teaching ideas across the secondary spectrum, from remedial to enrichment activities. Ultimately, the study seeks to develop a rationale for cross-curricular writing.

ORGANIZATION OF THE STUDY

Foremost in the development of an intra-curricular writing program is an understanding of the factors that influence writing. The first section of this paper gives an integrated definition of competency. It looks at recent literature concerning writer perception, student/teacher relationships and the effects of topic knowledge.

Also important is the use of effective teaching methods. The second section deals with recent writing research as well as with specific teaching models. Further, the paper looks at positive cross-curricular examples and faculty surveys that address the problems of intra-curricular writing programs.

It should be understood that the thematic structure of this paper may not allow for all opinions found in each resource. Common strands were evaluated and blended into a whole.

LIMITATION OF THE STUDY

Though there was a profusion of resources concerning writing methodology, there were fewer examples of quantitative research on writing's cognitive processes. Further study of these processes is definitely indicated. But though further study of methods and cross-curricular teaching would expand upon the bibliography of this paper, the premise would stand constant.

GLOSSARY

audience: the reader(s) for whom a text is written; the two distinct student audiences are either teacher-centered or peer-centered.

authentic writing: "text which is within the writer's own intentions and experiences" (Depor, pg. 623).

cognitive style: the manner in which one learns; the manner in which a teacher teaches.

coherence: "a relation between the parts of a discourse or chain of reasoning that each supports and at no point contradicts the others" (Good, pg. 113).

competence: "ability to apply to practical situations the essential principles and techniques of a particular subject-matter field" (Good, pg. 121); "in writing, an interrelated 'multicontext' concept based on materials, task, situation organization, and setting" (Mosenthal, pg. 220).

composition: "the selection, arrangement and development of ideas and their expression in appropriate written or spoken form" (Good, pg. 122).

context: "the environment or particular circumstances in which anything occurs or is found" (Good, pg. 133).

cross-classification strategy: a method of teaching logical thinking by focusing on "tables showing frequencies of occurrences" (Good, pg. 581).

cross-curricular: instruction not limited to a single department are, but taught and reinforced in several curricular areas.

holistic: A method of evaluating writing in which the composition is viewed as a "whole, "not as distinct parts.

inauthentic writing: that which is done to fulfill teacher intentions and is not part of student experiences or intentions (Depor, pg. 523).

lexical cohesion: the tendency of language to be unified, connected, and easily comprehended; aided in writing by conjunctions, transitions, structure and effective word choice.

peer interaction: "a relation (between same-age groups) in which reciprocol influences of one upon the other are possible" (Good, pg. 310).

protocol analysis: the study of a "first draft of an experience later to become formalized knowledge; facts function as protocols against which scientific theories and all other kinds of conjectures are ultimately tested (Good, pg. 455).

sociolinguistic ethnography: "a branch of anthropology dealing with (lanquage) origins of the various human races" (Good, pg. 220).

text: that which a writer creates.

topic knowledge: the basis of information already internalized by the writer.

voice: the distinct style an author's writing has.

FACTORS INFLUENCING STUDENT WRITING

- a definition of "competency" by Peter Mosenthal

- perceptions of writers

- teacher/student personality and interaction

- topic specific knowledge

FACTORS INFLUENCING STUDENT WRITING

A Definition of Competency

Mosenthal, Peter. "Defining Classroom Writing Competence: A Paradigmatic Perspective." Review of Educational Research, 53.2:217-251, 1983.

Mosenthal defined competency by creating a paradigm that represents both criteria and guidelines for concept formulation. The paradigm is four-fold, including contexts for materials, task, situation organization, and setting. Mosenthal promoted writing as a "multicontext phenomenon" (pg.220), in which all contexts interrelate with, revolve around, and depend upon each other. Definitions of writing competencies, then, cannot be single entities, but must be descriptive and operational goals of the school, and ultimately, the society. Therefore, one competing definition should not be chosen over another, rather all should be incorporated into a non-competitive concept of competency.

Perception of Writers

Mosenthal, Peter. "The effect of Classroom Idealogy on Children's Production of Narrative Text." American Educational Research Journal, 21.3:679-689,1984.

This study examined the effect of two types of teaching ideologies, academic and cognitive-developmental, on student writing. Two microlevel studies analyzed compositions in terms of proposition types. Two microlevel analyses assessed teacher type influence. In addition, an analysis of variance linked student reproduction of prior knowledge and text or student embellishment to teacher type. Results of the study supported the predictions that students under "academic" teachers would most often reproduce text and those under "cognitive-developmental" teachers constructed writing that dealt with motives and outcomes, drawing from sources other than the text.

Bond, Sandra J. and Hayes, John R. "Cues People Use to Paragraph Texts." Research in the Teaching of English, 18.2:147-167, 1984.

Bond and Hayes conducted three studies on paragraphing text. Each study supported Young and Becker's (1966) findings that the paragraph is a psychological unit of communication. Graphs showing paragraph processing cues include: boundaries, length, text, sentence structure, and number of sentences. A model for paragraphing was formed using formal cues with pronouns and content. The authors agree that further research concerning semantic cues is indicated. However, helping students to identify paragraph cues could foster improvement in basic compositional development.

Bank, Stanley. "Basic Writers Perceive the Process of Composing." Paper presented at the Annual Meeting of the Conference on College Composition and Communication. San Francisco, CA, March 18-19, 1982. (ERIC Reproduction Service Number ED 214 188).

Bank's goal was to determine the effect writer perception has on writing achievement. Analyzed were 134 remedial high school seniors and college freshmen. Perceptual data on prewriting, writing and postwriting were collected through student surveys. Computer analysis showed a statistical relationship between perceived ideas about writing, grade earned, and level of student. The t-test given treated perceived items individually using a multiple regression analysis. Results showed improved scores: considering (thinking), 5%; writing, 3%; prewriting, 1%; editing, 1%; postwriting, no increase. (pg.14) Bank concluded that once students internalize enough knowledge to develop an "inner voice" for writing, they will no longer be "basic writers." (pg.20) Implications for teachers include helping students develop such inner voices and reinforcing positive writing experiences, thus changing ill-perceived impressions about composition.

Paradise, Louis V. and Block, Cielle. "The Relationship of Teacher-Student Cognitive Style to Academic Achievement," Journal of Academic Research and Development in Education, 17.4:57-61, 1984.

Paradise and Block explored the relationship between cognitive style and academic achievement. Their study included administering the Embedded Figures Test to 200 students and 20 teachers. Data analysis involved blocking two variables, sex and race. Covariance analysis was made on pre and post reading and mathematics tests. Results supported earlier studies that "field dependence/independence cognitive style can affect students' academic achievement" and that "cognitive similarity between teacher and student does influence the learning process". (pp.59-60)

Taylor, Karl K. "The Different Summary Skills of Inexperienced and Professional Writers." Journal of Reading, 27.8:691-699, 1984.

Studied were summary skills of eighteen writers, nine professionals, and nine students. Reading levels were matched and verified by the Nelson Denny Reading Test. Each subject summarized a 750 word historical exposition. Video and protocol analysis found that professional writers study text, seek structure and theme, think prior to writing, and use the text while writing. Further, Taylor learned that professionals tend to be objective and better perceived audience than inexperienced writers. Taylor asserted that summarizing is one the most important life skills that can be learned. Therefore it should be taught and systematically reinforced.

Teacher/Student Personality and Interaction

Jensen, George H. and DiTeberia, John K. "Personality and Individual Writing Processes." College Composition and Communication, 35.3:285-300, 1984.

The authors linked psychological types presented by C.G. Jung and Isabel Meyers to effective teaching of writing processes. Described were the bi-polar traits of extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving. Also discussed were the uses of the Meyers-Briggs Type Indicator, a matrix designed to measure expressed preferences. The matrix matches strengths to contrasting weaknesses. Sensing these strengths will allow educators to best match teaching to learning styles.

Freeman, James Andrew. "A Study of the Relationship Between Personality Factors and Growth in Student Writing Ability." M.A. Thesis, Humboldt State University, Dec. 1980. (ERIC Reproduction Service Number Ed 237 985).

Linking compositional growth to distinct personality factors was this study's goal. Correlations from fifty-seven West Coast high school students were made on pre/post writing samples and the Omnibus Personality Inventory (OPI). The holistic scores indicated a mean improvement of .52. Thirty improved, ten regressed, and seventeen remained at no growth. Freeman admitted that the correlation analysis of holistic scores to OPI traits was limited since personality traits cannot be "controlled." Nevertheless, he linked the improved writers to negative high impulses, low anxieties, and high altruistic traits. Regressing writers showed traits of introvertive thinking, non-complexive interests, and low social introversion. Implications for composition teachers are obvious: student personality and motivation are key aspects of the writing process; the teacher must accept and work within each student's individual personality in order to help improve skills.

Freedman, Sarah Warshauer. "Student Characteristics and Essay Test Writing Performance." Research in the Teaching of English, 17.4:313-325, 1983.

Based on student questionaires assessing interest and difficulty of twelve topics, Freeman linked student attitudes to writing performance. An analysis of variance for writer attitudes included the traits of pleasure, interest, ease, and confidence. Correlations indicated that those who thought they wrote well did. Likewise, those with poor attitudes toward writing most often were lower level writers. She found that student interest in writing was interrelated with and dependent upon teachers.

Worsham, Murray E. and Evertson, Carolyn M. "Systems of Student Accountability for Written Work in Junior High School English Classes." Research and Development Center for Teacher Education, The University of Texas, Austin, Texas, 1980. (ERIC Reproduction Service Number Ed 196-008).

This study determined the effect of teachers' classroom and behavioral management on student responsibility for written work. Fourteen teachers were studied, defined as" more effective" and "less effective". Five dimensions of accountability were found to be common in effective classroom managers:

1. clarity of all requirements
2. positive methods of communications
3. teacher monitoring
4. routines for checking work
5. regular feedback

Worsham and Evertson concluded that effective classroom management, reinforced by behavioral management techniques creates a safe learning atmosphere. Such techniques will produce positive writing experiences because they promote positive classroom experiences.

Topic-Specific Knowledge

Langer, Judith A. "The effect of Available Information on Responses to School Writing Tasks." Research in the Teaching of English, 18.1:27-43, 1984.

Langer studied two writing samples from 99 tenth grade American history students. She correlated the relationships between knowledge measures and writing quality (coherence). She also studied the relationship of within-topics and background knowledge to quality (coherence).

The results of her study showed a strong relationship between topic-specific background and coherence. Furthermore, it showed that different kinds of knowledge predict success in specific tasks. For instance, a large amount of unorganized information can be used for reiteration, whereas a small amount of well-organized information can best present and argue a thesis.

Langer increased understanding of current teaching methods and provided evidence for the need to reviatlize writing activities. She concluded that efforts should be made to match the writing task to the kind and amount of knowledge incorporated, as well as to the result desired.

Langer, Judith A. "Effects of Topic Knowledge on the Quality and Coherence of Informational Writing," Resources in Education, February, 1984.(ERIC Document Reproduction Service Number ED 234 418).

Two writing tasks from ninety-seven tenth grade students were the basis of this study on the effect of topic-specific background knowledge on writing quality. Five criteria were used for scoring: overall quality, coherence, syntactic complexity, audience, and function. The data supported the relationship between topic-specific background knowledge and writing quality. Other findings included the predictability of success based on types of tasks correlated to organization of knowledge.

Audience played an important role in student writing: students who saw their writing as "instructional dialogue with the teacher," earned higher scores than those who "addressed the teacher as examiner." (pg.20) Langer asserted that teachers must "distinguish among the complexities of the tasks they assign." (pg.22) Likewise, they must be concerned as much with the levels of student knowledge as with the assessment of that knowledge.

METHODS

- writing as thinking

- audience and peer interaction

- revision

- reading and writing

- individualized instruction

- specific models

METHODS

Writing As Thinking

George, Diana. "Creating Contexts: Using the Research Paper to Teach Critical Thinking," English Journal 73.5:27-32,1984.

Diana George listed five guidelines to help the secondary instructor teach the research paper:

1. The teacher must challenge and give the writing process purpose.

2. Students must research what is meaningful to them.

3. Analytical and interpretative reading may not come to students without specific teaching.

4. Common content topics are helpful for early research attempts.

5. Plagiarism is unprocessed information. At the secondary level, George concluded, plagiarism is not a moral issue, but an example of immature processing skills.

Further, she promoted assignments that demand critical thinking to build appreciation for the writing process. Such a writing unit will, George said, "focus on the real goals of teaching writing as a way of thinking." (pg.31)

Humes, Ann. "Research on the Composing Process." Review of Educational Research, 53.2:201-216,1983.

Humes discussed recent research on the cognitive processes of writers. She focused upon case studies, naturalistic studies, quasi-product studies, and unique procedures used to investigate specific aspects of writing. Her investigation showed that writing as a linear model of composition is inappropriate, for it deals only with the written product, not the inner processes of writing itself. Likewise, she viewed planning as an on-going thinking process in which writers form internal uses for their knowledge. She promoted a translating process that is automatic, and she characterized revision as a backward process of assessment. Such research, she concluded, will help teachers with the composing processes of their students, enabling them to note and work within the patterns already present.

Jones, Beau F. and Hall, James W. "Effects of Cross-Classification Strategies for Recalling Prose and for Writing Comparison-and-Contrast Essays." Bureau of Research and Assessment, July, 1980. (ERIC Document Reproduction Service Number ED 183 620).

Matched according to reading scores, twenty-two pairs of seventh graders were tested for recall of disorganized sentences. One member of each group was taught a cross-classification strategy of matrix outlining. The trained students showed measurable recall improvement as well as improvement on comparison-contrast essays.

Audience and Peer Interaction

Bloom, David. "Reading and Writing in a Classroom: A Sociolinguistic Ethnography." Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA, April 13-17, 1981. (ERIC Reproduction Service Number ED 200 939).

Bloom studied written language produced in a junior high social studies classroom. His study was based on the assumption that writing is affected by context and communication involved; that it has three components: competence, forms, and norms of the classroom; and that learning to write is learning to think. His microanalytic results of three written tasks showed emphasis on procedure rather than thought. He suggested that children learn to pattern rather than to "think" for themselves. He equated the learning of these patterns of written language as a social form, with students learning a "cultural stance." (pg. 20) Though he suggested further studies are needed to better understand this enculturation process, the implications for teaching are obvious: if we are to teach thinking, we must rely less on the processed form of writing.

Depor, Anne Haas. "Who Controls Classroom Writing Contests?" Language Arts, 61.6:618-626, 1984.

A review of recent research prompted Depor to question the control of writing contexts. She catagorized the issue of control by comparing "authentic" writing, that which is within the writer's own intentions and experiences and "inauthentic" writing, that which is done to fulfill teachers' intentions. (pg. 623) She suggested beneficial writing contexts that demand reflection on all activities. Included was seeing the classroom as its own community with values, responsibilities, and history. Furthermore, she stated that teachers must see their goal as that of increasing awareness and control over written language power, not that of accomplishing teacher intentions. (pg. 625)

Elias, Kristina M. "Peer Interaction: A Method of Creating Voice in Writing." Research prepared at the University of Connecticut, 1982. (ERIC Reproduction Service Number ED 216 356).

Elias studied the result of peer interaction on the use of voice in forty-two high school juniors. Two clusters were formed, one peer centered, the other teacher centered. Six types of assessments were used over a six-week period. Assessed were: quality (holistic), voice (holistic), voice (T-unit), conventional writing errors (counting), spelling errors (counting), and handwriting legibility (1-4 scale). (pg. 5) "Voice" in the students' writing was compared by an analysis of covariance. Tables were included, each showing means, standard deviations, correlation coefficients, and levels of significance. Results implicated that peer interaction was a positive method of influencing voice, and therefore, improving composition competency.

Kelly, Patricia; Hall, Mary Pat; Small, Robert C. Jr. "Composition Through the Team Approach." English Journal, 73.5:71-74, 1984.

The authors promoted a team approach to learning writing in which cooperation was encouraged. Groups of four to five students were formed: each "team" contained writers of all levels. Students within a team coached each other and competed more as a team than as individual members. The major problem faced was coaxing students to help each other; their past experiences labeled that help "cheating." The authors found that peer tutoring reinforced proofreading and communicative skills. They likened the experience to softball, an approach that promotes self-confidence, cooperation, and learning.

Kollar, Mary and Monroe, Rick. "Our Audience is Real." English Journal, 3.2:75-79, 1984.

Seeking to awaken student creativity, Kollar and Monroe experimented for a year with cross-class grading of student compositions. Eighth graders read senior writing; seniors read eighth grade writing. Students wrote letters to the authors of the compositions. It was hoped that a new audience would provoke writing improvement. Both authors agreed that by the second semester writing improvement had taken place. They linked improvement to positive attitudes toward writing and a new awareness of audience.

Nystrand, Martin and Himley, Margaret. "Written Text as Social Interaction." Theory Into Practice, 23.3:198-206, 1984.

Explored by Nystrand and Himley was the nature of written text as social interaction. The authors viewed writing development in two parts: semiotic differentiation, (making written language have meaning) and text-context differentiation (the gradual movement from task meaning to text meaning). They concluded that the problems of writing are common, whether one is learning to form meaning from a text or master the complex resources of written language to create original meanings.

Revision

Monahan, Brian D. "Revision Strategies of Basic and Competent Writers as They Write for Different Audiences." Research in the Teaching of English, 18.3:288-304, 1984.

Monahan studied revision strategies, related to audience, of eight twelfth grade students. Four were "basic" and four were "competent" writers, labeled holistically prior to the study. The data included interviews and multiple writings. The conclusions pointed to audience as a positive factor in student writing. Both basic and competent writers made revisions when audience shifted. Basic writers revised more for teacher audiences then for peers and their revisions were more isolated. Competent writers made extensive full-draft revisions more often for peer audiences than for teachers. Predictions for peer groups in writing and proofing are, therefore, positive.

Newman, Jerrie M. "The Effect of Formal Revision on Improving Writing Skills." Resources in Education, February, 1984. (ERIC Document Reproduction Service Number ED 234-380).

Research based on two classes of college-bound high school students indicated that required revisions did not significantly improve student writing. Both classes were given the same basic compositional instruction, though the experimental group were required nine revisions. A third control group was a non-college-bound group of students. Chi-square contingency tables were set up to measure the distribution of skills levels, the degree of revised improvement, and ultimate improvement. Results indicated that "required" formal revision made little improvement in student writing, although it did promote revision in other content areas.

Witte, Stephen P. "Topical Structure and Revision: An Explanatory Study." College Composition and Communication, 34.3:313-333, 1983.

Stephen Witte outlined a method by which educators may study the controlled revisions of their students. Studied were topical structure in extended texts, topical depth and syntactic complexity. T-tests of 80 students indicated that the low-score revisions contained 27.6% more words as well as 49.2% more sentence topics than did the high-score group. Likewise, the high-score group contained 1.13 fewer sentence topics than their original texts. Witte proposed that revision is more than a "cleaning up" of writing; it is an integral part of the process itself. (pg.313)

Reading and Writing

Duncan, Patricia H. "Developing Children's Composition Following Targeted Discussions of a Literature Selection." Paper presented at the Annual Meeting of the Eastern Educational Research Association. Philadelphia, PA, March, 1981. (ERIC Reproduction Service Number ED 203-345).

Duncan studied the relationship of writing growth to reading comprehension. Observed for one year were eight seventh grade students. Duncan perceived that a knowledge of narrative structure and author style would reinforce prose writing skills. Seven steps were incorporated into a "listen, discuss, write" approach: initial writing, descriptive writing, developing plot, elaboration, critiquing, refining, editing and publishing. (pg.6)

Case study analyses showed that as skills improved, fewer words were used, coherence and characterization improved, as well as basic story development. A sense of audience, Duncan felt, was most important in the program. "By combining successful strategies from the teaching of reading and the teaching of writing, teachers can help students to grasp the view that communication processes are interrelated and exist in reciprocity to one another." (pg. 9)

Guthrie, John T. "Rhetorical Awareness. " Journal of Reading, 28.1:92-93,1984.

Guthrie promoted an awareness of literacy in which students were to read like writers. Included were the processes of "real-life writing" (pg. 92) and writing "for effect." (pg. 93) He concluded that teaching writing is teaching a life skill. A rhetorical awareness, sensitive to audience, is one of the best preparations for future employment that we can give our students.

Moxley, Roy. "The Compositional Approach to Reading in Practice and Theory." Journal of Reading, 27.7:636-643, 1984.

Moxley reinforced the idea of writing as a complement to the reading process. Contrasted were current practices that blend writing and reading: writing-to-read, oral composition, readers, partial texts, typewriting and processing, reader response, textual writing, and evaluation. Moxley cautioned teachers to remember the distinct differences between reading (constructing meaning from an existing text) and writing (creating a text).

Petrosky, Anthony R. "From Story to Essay: Reading and Writing." College Composition and Communication, 33.1:19-36, 1982.

Petrosky asserted that in order to promote reading comprehension, we must ask our students to write about what they read. He cited theories supporting his thesis that "reading, responding, and composing are part of understanding." (pg. 20)

Research by Robert Anderson, David Rumelhart, Robert Schank, and Robert Abelson promoted an interaction between texts, contexts, and readers. (pg. 22) Norman Holland's research viewed reading as a transitory experience, reliant solely upon the reader's personality. (pg. 24) David Bartholomae's research asserted that the reader/writer's subjectivity is of the utmost importance. (pg. 25)

Petrosky saw the work of David Bleich as foremost in promoting a reading/writing paradigm. Though uniquely different, we share a set of beliefs and our writing must mirror our differences and likenesses. (pg. 24) Using these theories, the teacher must draw a response from readers, pulling from differences, uniting with likenesses. Ultimately, Petrosky indicated that teachers must talk about what their students talk and write about, thereby putting education in a familiar context for their students.

Squire, James R. "Composing and Comprehending: Two sides of the Same Basic Process." Language Arts, 600.5:581-589, 1983.

Squire cited recent research to support his thesis that "our failure to teach composing and comprehending as a process impedes our efforts not only to teach children to read and write, but our own efforts to teach them how to think." (pg. 581) He listed four strategies to demonstrate his point: regenerating ideas, reinforcing the cognitive processes involved in every discipline, giving instruction in as many modes of language/rhetoric as possible, emphasizing the "total process of constructing and reconstructing ideas." (pg. 585) Most importantly, he asserted that educators in all content areas should recognize the importance of prior knowledge and its effect on the comprehending/composing process.

Individualized Instruction

Estes, Gary D. "Addendum to ESEA Title I Program Evaluation." Phoenix Union High School, Phoenix, Arizona, 1975 (ERIC Reproduction Service Number ED 120 336).

Evaluated was Phoenix's first year (1974-75) of a Title I English writing program. Its goal was "to enable students in the Title I target group to improve their performance in the component skills of writing." (pg. 4) Student writing samples identified areas for individual instruction in terms of mechanics, usage, and communicative qualities. (pg. 6) The report concluded that Title I students receiving individualized writing instruction made significant gains in both personal and letter writing skills. Implications for teachers point to individualized instruction as a method by which to improve student writing.

Kates, Jack. "The Santa Barbara County Experiment on Individualizing Ninth Grade English Composition: The Kates Method." Writing Teacher In-Service Program, Santa Barbara County Schools, Cypress, CA, 1977.

Tested in this study was the effectiveness of the Kates method of composition instruction, relying on sequential assignments and student/teacher conferences. Studied were 142 (six classes) ninth graders; 78 (two classes) ninth graders were the control group. Included in the experimental group were fourteen compositions and regular 5-minute conferences; the control group completed twelve compositions, five of which were graded. Charted results include content, organization, mechanics, sentence structure, and composite (final). The statistics showed achievement in the experimental group, but not in the control group. It would seem, then, that sequential assignments, reinforced by positive individual conferences can have a beneficial effect upon student writing.

Sorenson, Sharon. "The High School Writing Lab: The Composition Teacher's Survival Kit." Paper presented at the Spring Meeting of the Indiana Council of Teachers of English, Indianapolis, IN, April 24-25, 1981. (ERIC Reproduction Service Number ED 200 982).

Author of Tutoring Writing: A Sourcebook for Writing Labs (Scott Foresman), Sharon Sorensor asserted that the key to teaching composition is individualized instruction. To meet this goal, Central High School of Evansville, Indiana, set up a self-contained writing lab. Included in this report is the lab's background information, objectives, activities, descriptive features, procedures, evaluations, and student surveys.

Pre Test/Post Test comparisons (using Purdue High School English test, teacher referral forms, diagnostic test results, and individualized work) were compared between Central and another Evansville high school, Bosse. After pre-test adjustments, central's final mean was 40.82, Bosse's 38.58. Overall, Sorenson saw that the success of the writing lab was overwhelming. Student surveys indicated that ninety percent of those visiting the lab met with individualized instruction that improved both writing and attitude. Sorenson admitted that labs are not panaceas, rather they lessen the composition teacher's burden by granting both remediation and enrichment.

Applebee, Arthur N. "Learning to Write in the Secondary School. Final Report." Sponsored by the National Institute of Education, 1983. (ERIC Reproduction Service Number ED 277 487).

This report focused on the development of secondary composition skills and the methods used to teach those skills. Analyzed were textbooks and fifteen case studies (over a 16 month period). Also examined were students' organizational patterns, method variety, student perception of writing, topic knowledge, and writing's importance in the content areas. Results of the study included a listing of problems in most writing instruction: failure of interaction, poorly defined purposes for writing, textbooks that are "engaged at best trivially in a composing process and see little point or relevance in many tasks they ask student to do." (pg. 212) Applebee concluded that writing teachers must begin to rely not on process, but rather on "the nature of the communicative situation as the fundamental factor shaping the success of instruction." (pg. 213)

Further, he proposed that instruction can be improved by allowing students to develop their own meaning through tasks rather than just following dictation or text. He suggested that the task must be difficult enough to challenge, but not so difficult nor so easy as to inhibit. He insisted that instruction must be appropriate to the task. Teachers must collaborate, not merely evaluate. Finally, the supportive patterns must be removed as soon as the students internalize compositional skills.

Specific Models

Blue, Kay. "Future Read, Future Write, Future Ready." Curriculum Review 24.2:47-49, 1984.

Blue indicated that communication competency is an important part of today's curriculum development. "People who cannot process, interpret, and use information will be at a disadvantage, both occupationally and socially." (pg. 47) She described a scenario writing exercise that allows students to fantasize about their future, for instance, "what they did the summer of 2010." (pg. 48). Such exercises in scenario writing will force thought about the future. It will exercise fundamental composition processes, as well as stretch student imagination. Finally, it could even be a comprehensive research project. "Our students", she says, "naturally want to create the futures in which they will live." (pg. 49) By helping them to "see" the future, we can help them to be "future ready."

Brand, Alice Glarden. "The Therapeutic Benefits of Free or Informal Writing Among Selected Eighth Graders." Research prepared at Rutgers, the State University of New Jersey, 1977. (ERIC Reproduction Service Number ED 173 853).

In this 1977 study, Brand acknowledged the psychological benefits of writing. Her experimental group of sixteen eighth graders met in small interactive groups, and her control group of eight met in regular English classes. Data organization included measures of therapeutic change, self-information, self-concept, and perceived problems. The lack of clear statistical results implied the complexity of therapeutic writing. Brand concluded, "one must wonder why the writing we know in principle and from practice is so often a far cry from what students actually experience." (pg. 21)

Caplan, Rebekah and Keech, Catherine. "Showing-Writing: A Teaching Program to Help Students Be Specific." Collaborative research sponsored by the Carnegie Corp. of New York, prepared through the Bay Area Writing Project, 1980. (ERIC Reproduction Service Number ED 198 539).

Presented by Caplan and Keech is a program designed to teach and reinforce the "showing" aspect of writing. Daily, a "telling" sentence is developed into a "showing" paragraph. "Showing" is also applied to editing, revision, and practical ideas. Studies in character development, exposition, and daily practice variations give teachers specific ideas and techniques for student activities.

A qualitative analysis of three case studies were compared with students in the control group. Results showed that students in the experimental group improved length and concreteness of detail. Like many writing studies, this one was hampered by the lack of variant control. But even though the level of correlation seemed weak, it showed consistancy with student performance from one assignment to the next. The authors concluded that the success of the program was linked to the systematic reinforcement of "showing" in a wide variety of writing strategies.

Chinn, Judith A. "Verb Choice and Its Relationship to a Composition's Effectiveness as Measured by Holistic Evaluation." Resources In Education, July 1981. (ERIC Document Reproduction Service Number ED 198 545).

Chinn focused two research projects on the effects of verb choice on composition. The pilot project concerned 28 fifth grade students; it was followed by an analysis of 112 senior high school students' writing. All compositions were holistically evaluated according to seven criteria, two concerned with length and five directly related to effective verb choice. Correlation coefficients were calculated for each of the seven areas. Likewise, analysis by group included seven additional criteria, each of which narrowed verb choice. Results showed a significant correlation between quality of verbs and positive holistic evaluation. Chinn, therefore, advocated compositional methods that strive for precise and vivid verb usuage, that seek to lower the percentage of "to be" and "to have" verbs, and finally, methods that delete verb repetition.

Dyson, Anne Haas. "Learning to Write/Learning to do School: Emergent Writers' Interpretation of School Literacy Tasks." Research in the Teaching of English, 18.3:233-264, 1984.

Three children provided a 14-week case study. Data (writing and resulting interaction) were collected 2-5 times per week. The goal was identification of children's interpretations of classroom writing experiences. Written behavior, samples, and social interactions were observed. Haas listed four implications for teaching from this study:

1. Students must control the writing process.

2. "Free writing" allows students to experience the whole writing process.

3. Students seek purpose and meaning; they should see power in their writing.

4. Finally, "literacy is not a simple set of skills; it is a social activity" (p. 362).

Hillocks, George Jr. "What Works in Teaching Composition: A Meta-Analysis of Experimental Treatment Studies." American Journal of Education, 93.1:133-165, 1984.

Hillocks conducted a meta-analysis of experimental treatment studies conducted from 1963-1982. His results concerned six areas currently in question.

1. Grammar - Traditional grammar study has no measurable effect on writing skills; standard usage should be taught through composition.

2. Models - Though more effective than grammar study, model usage is less effective than other teaching modes.

3. Free Writing - Though more effective than grammatical study, free writing is less effective than process models of writing.

4. Sentence Combining - Building complexities from simple sentences was shown to be at least twice as effective as free-writing.

5. Scales - The use of scales, criteria, and specific questions was shown to be two times more effective than free-writing.

6. Inquiry - A data processing strategy, the inquiry method is four times more effective than free writing and two-and-a-half times more effective than traditional model studies.

Mikkelsen, Nina. "Teacher as Partner in the Writing Process." Language Arts, 61.7:704-711.

Mikkelsen related the frustration felt during a writing institute for teachers. Promoted was the opportunity to talk, allowing talking to break "the spell of blank pages and nothing to say," as well as writing about "real things." (pg. 705) Mikkelsen concluded that teachers should teach writing as writers, not readers, and that they should create a sense of audience through student readings. Most importantly, teachers should write with their students.

Prater, Doris. "The Effects of Writing Task on Mastery Classification of High School Students." Paper presented at the Annual Meeting of the Southwest Educational Research Association, Austin, Texas, February, 1982. (ERIC Document Reproduction Service Number ED 215-367).

Eighty tenth grade students, both "masters" and "nonmasters" of writing (based on the Texas Assessment of Basic Skills) were used to determine the effects of task on mastery classification. Writing tasks assigned were expressive, explanatory, and persuasive. Holistic evaluation showed that students wrote best expressively, but found little difference among the other modes. Thus Prater suggested that mastery should not be judged from a single sample of writing. Fluctuating scores, she felt, were too common and could be related to the writing task, student interest, and differing holistic criteria.

Simms, Rochelle B. "Techniques for Improving Student Writing." Academic Therapy, 19.5:579-84, 1985.

Rochelle Simms proposed that a positive writing environment can be created and maintained with little financial expenditure and teacher preparation. Her three-fold plan maximized students' natural language ability and interests by using sentence combining, reading extension into writing, and dictated stories created from the reading experience. She further proposed that the journal is the ultimate writing tool, for it gives students purpose and teachers variant grading options.

Smith, William L. and Hull, Glynda A. "Direct and Indirect Measurement of Effects of Specific Instruction: Evidence from Sentence Combining." Research in the Teaching of English, 17.3:285-289, 1983.

Smith and Hull's study included intense two-hour instruction in sentence combining, followed by a post-test essay and one week later, another post-test essay. The essays were analyzed for t-unit and clause structure as well as for frequency of target structure (in this case, relative clauses, appositives and infinitive nominals). Results showed increased target frequency on the immediate post-test, but decreased frequency on the delayed post-test. The authors agreed that direct instruction of sentence combining does alter writing behavior, but without reinforcement, such alterations may not be long lasting.

Solomon, Gloria. "Getting Students to Write." Principal, 63.5:21-27.

Embarrassed when her Hillview Elementary (Birmingham, Alabama) students couldn't write a patriotic essay for the Jaycees, Gloria Solomon created a unique writing program. Primary to the program were twenty-five resource readers, pulled from the community. Each reader read 10-15 essays each week. Teachers gave their students "limitless writing opportunity" (pg. 23). Concentration was placed on positive grading; encouragement was paramount; red corrections were outlawed. Students became accustomed to compositions every week, and for some, "it was a first encounter with really thinking things through." (pg. 24) Though designed for an elementary school, this method of reinforcing writing and audience could easily be applied to the secondary grades.

Susi, Geraldine Lee. "The Teacher/Writer: Model, Learner, Human Being." Language Arts 61.7:712-716, 1984.

Created for fifth and sixth grades, Susi devised a writing program in which students, aides, and teachers completed a draft of writing. Reading and discussion followed in groups of ten students and one adult. Examined by Susi were the teacher roles of model, learner, and human (group member). Teacher participation was seen as the key to the program's success. A student concluded, "The part of creative writing I like best is that we have a togetherness where we talk about stories and also write about stories" (pg. 716).

CROSS-CURRICULAR WRITING

- writing as learning across the curriculum

- faculty surveys

CROSS CURRICULAR WRITING

Writing as Learning, Across the Curriculum

Fulwiler, Toby. "How Well Does Writing Across the Curriculum Work?" College English, 46.2:113-125, 1984.

Though written for the college level, Fulwiler's analysis of Michigan Tech's writing-across-the-curriculum program has implications for the secondary curriculum. Faculty workshops were seen as the primary impetus for the success of the program. Fulwiler listed specific problems encountered in the program's first six years, followed by solutions attempted. He admitted that the program is "amorphorous, hard to pin down, and impossible to keep track of, but it works." (pg. 125)

Knoblauch, C.H. and Brannon, Lil. "Writing as Learning Through the Curriculum." College English, 45.5:465-474, 1983.

Knoblauch and Brannon promoted an interdisciplinary concept of cross-curricular writing that made composition a central theme in all disciplines. "The value of writing in any course should lie in its power to enable the discovery of knowledge." (pg. 466) They found many problems, though. Among them were the unwillingness to accept the heuristic value of writing, an over-concern with process and form, and the lack of shared responsibility for writing thoughout the curriculum. The authors asserted that each curriculum must join to form a uniform writing goal that is concerned with processing knowledge to a final point of communication.

Newell, George E. "Learning from Writing in Two Content Areas: A Case Study/Protocol Analysis." Research in the Teaching of English, 18.3:265-287, 1984.

Using a 2x2x2x3 factorial with repeated measures, this study determined to link advancement of learning to three specific writing tasks of eight eleventh grade students: notetaking, study questions, and essays. Coding schemata for writing processes, learning operations, and protocol analysis were devised to rate (holistically) each student's improvement. Measured were: recall tasks, conceptual knowledge gains, and the ability to apply concepts to new situations. Treatment conditions included prior knowledge, recall of total units, content unity and relationship, application, passage specific knowledge, and time on task.

Findings of the study confirmed the distinct relationship between writing and the processing of knowledge in content areas. It marked a direct correlation to time on task and knowledge gained in writing. Likewise, the kind of writing processed led to different learning outcomes. Specifically, essay writing seemed more effective than notetaking, since essays require a focus on total ideas rather than auditory translation.

Evans, Christine Sobray. "Writing to Learn in Math." Language Arts, 61.8:828-835, 1984.

Evans conducted an action research project modeled after Robert Tierney's (1982) biology writing project. Three types of writings were used to aid math students: explanations, definitions, and troubleshooting. From the writings, Evans learned who understood mathematical concepts and who did not. Her results, coupled with examples of student writing, showed that writing promotes learning in math.

Pinkava, Barbara P. and Haviland, Carol P. "Teaching Writing and Thinking Skills." Nursing Outlook, 32.5:270-273, 1984.

Pinkava and Haviland outlined changes in a introductory nursing course that modified long-standing writing practices. Goals of the class were re-evaluated and a series of informal writings were completed. This journal's purpose was to help students better understand the "roles, responsibilities, and opportunities" in nursing. (pg. 271) These personal writings served as the basis of a formal writing assignment "in which students would have to organize and communicate their ideas to a clearly defined audience." (pg. 271) The authors viewed the writing process as a definite learning process and felt their practices could be used in other areas as well.

Iyasere, Marla Mudar. "Setting Standards in Multiple-Section Courses." Improving College and University Teaching, 32.4:173-179, 1984.

Though written for the university level, Iyasere set forth standards that could be used in secondary cross-curricular classes. Suggested and illustrated was a weighted criteria for lab reports; such scales could be devised for several high school departments in conjunction with the English department. Also discussed were common essays. Primary to the paper was Iyasere's eleven-point "Common Goals Statement". (pg. 175) It was suggested that such statements should be developed and used across all curricular areas.

Wotring, Anne Miller and Tierny, Robert. "Two Studies of Writing in High School Science." Sponsored by the Carnegie Corp. in New York and the National Endowment for the Humanities, 1981. (ERIC Reproduction Service Number ED 238-725).

Anne Wotring's study "Writing to Think About High School Chemistry" involved a "typical" high school chemistry class except that students were asked to keep journals. The journals were to reflect thoughts, questions, and difficulties. Analysis of three of these journals showed logical reflections and a responsibility to provide for self-learning and answer finding.

Robert Tierney's study, "Using Expressive Writing to Teach Biology," analyzed the tasks of reading logs, notes, essays and summaries in the biology classroom. Post-tests from two classes did not substantiate the claim that writing tasks improved thought processes. Yet, the experimental group did exceed the control group on delayed post-tests.

Durfee, Patricia Bernadt. "Writing in a High Tech World." Improving College and University Teaching, 32.4:180-184, 1984.

Studied were communication demands of industry. Surveyed results included:

1. Memo writing is the most frequently required skill at both the technician and engineer level.
2. Abstracting and condensing is important.
3. Employees enbarrass themselves more than they should when writing.
4. Negative judgements are often made after reading employees writing.
5. Poor organization is the most common problem in memos.
6. Most companies do not print writing guides.
7. Two-thirds of the companies were concerned enough about communication to sponsor workshops.
8. Writing requirements increase with advancement.
9. Communication skills contribute to promotions.

Durfee quoted Nelson Jones, Manager of Information and Development at IBM, "Poor communication skills most definitely hurt in terms of career growth. The lack of these skills produces limited rather than expansive growth. The ability to communicate can make or break a person." (pg. 183)

Stewart, Murray F. and Leamon, Hayden L. "Teachers' Assessments Across High School Curriculum." Research in the Teaching of English, 17.2:113-125, 1983.

Studied were the differences in quality assessments given by twenty teachers in three high schools. Teachers were selected throughout all curricular areas. Assessed were college freshmen argumentative samples. The eight variables investigated were both syntactic and mechanical. Correlated ratings exceeded a mean of .90. Positive correlations were length, modifiers, and absence of errors in spelling, punctuation, and word choice. The most predictive positive force was word choice, with syntactic errors predicting negatively. Ratings seemed to be consistent across the curriculum.

Faculty Surveys

Eblen, Charlene. "Writing Across-the-Curriculum: A Survey of a University Faculty's Views and Classroom Practices." Research in the Teaching of English, 17.4:343-348, 1983.

Interest in cross-curricular writing has increased as more schools contain writing competency requirements for graduation. A survey of 266 full-time instructional staff members at the University of Northern Iowa showed that all groups were concerned with overall quality of ideas. Other concerns included organization, development, grammatical form, and coherence. The major problem seen by all areas was writing immaturity. The most common task was the essay test, followed by analysis, abstracts, documented papers, essays/themes, teaching materials, personal journals, lab and case reports, technical and book reports.

The goal of this survey was a good one. For students need congruent standards and expectations for writing throughout all content areas. Only then can they concentrate on writing to think rather than writing to process a particular area's form. Most importantly, the survey confirms that teachers share concern and responsibility for student writing.

Bader, Lois A. and Pearce, Daniel L. "Writing Across the Curriculum, 7-12." English Education, 15.2:97-106, 1983.

Interviewed were forty mid-western junior high school teachers; determined was the amount and kind of writing completed in the middle grades. Surveyed writing activities included research papers, essay questions, writing as homework, revision papers, grading rubics, review questions, and the process of write/group/compare.

Differences were found between junior high writing experiences and the author's first study of high school experiences. Junior high teachers made shorter assignments, depended heavily on question-answering, and often used writing as a management technique (usually negative). Furthermore, "there was an infrequent use of writing as an activity to help students come to a better understanding of course content." (pg. 105)

Bader and Pearce found that content teachers were concerned with their lack of training in the teaching of writing as well as with their lack of grading time. They recommended in-service and continuing educational programs that give practical ideas for writing and evaluation. They stressed cooperation, joint assignments, clear student guidelines, revision time, and ultimately, a staff that is committed to writing as thinking.

Gambell, Trevor J. "What High School Teachers Have to Say About Student Writing and Language Across the Curriculum." English Journal 73.5:42-44, 1984.

Following Arthur Applebee's 1981 report on writing across the curriculum, Gambell communicated with Canadian teachers on the subject. His results indicated that educators perceived an interrelationship of language arts, that they were aware of writing stages, and that writing was related to text and prior knowledge. (pg. 42-43)

Specific curricular areas cited writing problems, specifically related to understanding. Social studies was concerned with cause/effect relationships and obtuse vocabulary. Mathematics wanted exactness and a comprehension of spacial relationships. Science found a need for paraphrasing theory and vocabulary into student language.

The theory of cross-curricular writing promotes a shared responsibility for the subject-specific problems. Gambell suggests two valuable methods for easing these problems. Gambell suggested two valuable methods for easing these problems: asking leading questions and teaching students to ask leading questions themselves. Such questions promote discussion, probe content, and allow students to develop concepts.

Beach, Richard. "Components of Composition Inservice: Theory, Categories, Attitudes, and Behaviors." English Education, 16.2:83-93, 1984.

Beach listed practical ideas for devising and promoting compositional in-services. He also listed the four components of successful writing teachers: units as theory based on research, schema/categories, teacher attitudes, and teacher behavior. Emphasizing these areas, along with self-assessing and revising, positive teacher growth was indicated.

Parker, Robert P. "Writing Courses for Teachers: Outcomes and Contexts." Language Arts, 61.7:693-703, 1984.

Parker outlined a writing course taught to teachers. His course promoted the defining of own intentions, as well as developed a mutuality of feeling in writing. The course allowed teachers to build theories from personal writing experiences, occurring before and during the class. Structure was learner-created, not teacher-created. Such a class, perhaps in a seminar or workshop form, could be helpful for teachers involved in writing across the curriculum.

Peter Mosenthal defined writing competence as a non-competitive concept in which many criteria and guidelines form a paradigm concerned with materials, tasks, situation/organization, and setting. Beyond his paradigm, Mosenthal linked cognitive similarity of teacher and student to effective writing. Cognitive and personality similarity was further studied by Paradise and Block, Jensen and DiTiberia, and Freeman. All agree that the student/teacher relationship is paramount in the process of learning and teaching writing. Freedman linked student attitudes to their writing experiences and Langer indicated that efforts should be made to match the writing task to the kind and amount of knowledge incorporated or available to students.

There was an over-all concensus that writing is a process of thinking. Methods, then, must reflect this goal of thinking rather than focusing on patterns and forms of final drafts. Humes characterized revision as a backward process of thinking. Depor, Kollar, Monroe, and Newman saw peer interaction as a positive way to reinforce audience, thereby improving writing skills. Squire viewed reading comprehension and composition as part of the same process. Both Petrosky and Duncan shared writing methods derived from reading activities. Sorenson, Kates, and Estes advocated individualized writing instruction. Methods presented modeled these teaching ideals.

Finally, writing as thinking was seen as a positive teaching strategy stretching into every curricular area (Knoblauch and Brannon). Examples were given by Newell, Pinkava, Evans, and Iyasere of positive cross-curricular experiences. Bader and Pearce, Eblen, and Gambell found a sense of shared responsibility concerning writing. Beach offered ideas for effective composition in-service, the key to positive intra-curricular writing experiences.

CONCLUSION

Research clearly indicates that writing is both a thinking and a learning process. As such it is imperative that writing be experienced throughout the secondary curriculum.

The sources studied did not deny that strict patterns of methodology and specific-skill teaching can positively effect writing instruction. They indicated, however, that those patterns should be removed as soon as they are internalized. Furthermore, emphasis should be placed upon content rather than form.

This writer believes that writing is taught by writing. Experience, coupled with individualized instruction, reinforced throughout the curriculum will build effective writing skills. Evaluation should be positive, using the good elements of student writing to urge improvement upon the bad. Working together, the English faculty as consultants and collaborators for other curricular areas, educators can give student writing purpose, effective audiences, and vitality.

Communication is the essence of life. It is time that education leaves its mediocrity and departmental pride behind. It is time for all curriculums to unite in the common goal of creating a society of lifelong learners who must adapt to and communicate about technological and social change. Writing is only one of the keys to such an extended goal. But as a process of thinking, writing is unparalleled. It leads us through the maze of our thoughts, helps us to organize our knowledge, and proclaims our feelings - for years to come.

RECOMMENDATIONS

It is recommended that

1. the English faculty act as consultant and/or collaborator for writing across the curriculum thus reinforcing the thinking skills described by Humes, Depor, Kollar, Monroe, Newman, Petrosky, Duncan, Knoblach, and Brannon.

2. school boards provide financial support for paid in-services designed to help non-English faculty master writing methodology and evaluation techniques.

3. current inhibiting flaws be removed; that writing experiences by positive, peer centered, and content oriented; that students have purposes and appropriate audiences for writing; that content is seen as thought, and form the mere vessel of that thought.

4. teachers cooperate to form inter-departmental writing assignments, allowing students to write as much as possible while extending the purpose of that writing past the English classroom.

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1980 - Student Teaching, Gravereat Middle School, Marquette, Michigan

1980-81 - Goshen High School, Goshen, Indiana, English teacher and yearbook sponsor

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As chairman of Whiteman's English Department, I am responsible for major curriculum revision. It is hoped that this research project can be the first step to an evaluation and restructuring of our present writing program.